

Department of Juvenile Justice

4900 Broad River Road, Columbia SC 29212

Grades

6–12

Enrollment

Average 1000 students per day

Superintendent

Meda C. Cobb

803-896-9110

- Birchwood School
- Evaluation/Detention Centers and
Community Residence Placements

Jason Ladd

Nancy Montgomery

Board Chair

Margaret Barber, Director

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Excellent
2007	Excellent	Excellent

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities

PERFORMANCE CRITERIA*

Criterion	5	4	3	2	1
GED Completion Rate (.25)	50%+	45-49%	40-44%	35-39%	Below 35%
HS Credits Earned (.50)	5+	4+	3+	2+	Less than 2 credits
MAP Gains/Reading (.05)	75%+	60-74%	45-59%	30-44%	Below 30%
MAP Gains/Math (.05)	75%	60-74%	45-59%	30-44%	Below 30%
Middle School Classes Passed (.15)	4	3	2	1	No Classes Passed (Science/Math/English/SS)

2009–10 Results	Data	Points
GED Completion Rate	78%	5
High School Credits Earned	5.3	5
MAP Gains Reading	50%	3
MAP Gains Math	56%	3
Middle School Classes Passed	4.75	5

*Calculations are based on the DJJ School District calendar year, August 1 through July 31.

DEMOGRAPHICS*

Ethnicity	Percent	Gender	Percent	Ages of Juveniles Committed to BRRC	Percent
African American	77%	Male	95%	15 Years and Less	51%
White	20%	Female	5%	16 Year Old	33%
Other	3%			17 Year Old	16%

Length of Custody	Percent	Daily Population	Percent	Legal Characteristics	Percent
0 – 6 Months	41%	Hardware/Staff Secure	71%	Violent/Serious Offense	33%
6.1 – 24 Months	55%	Multi-Agency & Therapeutic Placements	17%	Probation Violation	48%
> than 24 Months	4%	All Other	12%	All Other	19%

Counties Comprising Majority of Commitments

County	Percent	County	Percent	County	Percent
Richland	13%	Greenville	8%	Charleston	6%
Aiken	6%	Berkeley	7%	Horry	7%
TOTAL	47%				

*Data represents most recent information available from SCDJJ database.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School
Algebra 1/Math for the Technologies 2	17.0%
English 1	28.0%
US History and the Constitution	8%
Physical Science, Chemistry, Physics	7%
Biology 1, Applied Biology 2	19%
All Subjects	18%

SCHOOL PROFILE

	Our School	Change from Last Year
Students (n=773)		
Retention rate	9.3%	Up from 2.9%
Attendance rate	100%	Same
With disabilities other than speech	32%	Down from 48%
Older than usual for grade	88%	Down from 97%
Out-of-school expulsions for violent &/or criminal offenses	N/A	Same
Annual dropout rate	N/A	Same
Teachers (n=57)		
Teachers with advanced degrees	78%	Up from 69%
Continuing contract teachers	N/A	Same
Percent of classes not taught by highly qualified teachers	8.2%	Down from 9.8%
Teachers with emergency or provisional certificates	0%	Same
Teachers returning from previous year	70%	Down from 73%
Teacher attendance rate	N/A	Same
Average teacher salary	\$62,139	Down from \$64,548
Professional development days	5.4	Up from 5.0
School		
Superintendent's years at school	9	Up from 8
Student-teacher ratio in core subjects	12:1	Same
Prime instructional time	N/R	Same
Percent of expenditures for instruction	23.6%	Up from 23%
Dollars spent per pupil	\$2,313	Down from \$5,740
Percent of expenditures for teacher salaries	96.3%	Up from 94.5%
Opportunities in the arts	Good	Same
SACS accreditation	Yes	Same

Note: DJJ is a continuous-progress special school district within a state agency that provides 24/7 residential care. The amount reflected in "Dollars per Student" is for the Division of Educational Services only. Instruction is provided wherever the juveniles are, such as in special management units; therefore attendance is 100%. Teachers are state employees and therefore do not have contracts.

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REPORT OF SUPERINTENDENT

The SC Department of Juvenile Justice Special School District provides academic and career and technology training to students in grades six through twelve in a variety of settings, including institutional schools, evaluation centers, a detention center, and ten community residence placements.

The student population consists of South Carolina youth that are adjudicated delinquent for committing one or more offenses. Thirty-two percent of the juveniles committed to the Broad River Road complex (BRRC), which includes Birchwood and Willow Lane schools, are receiving special education and related services as specified under the Individuals with Disabilities Education Act. Many of the juveniles have been either suspended or expelled from their previous school district. Thus DJJ juveniles often have not had the opportunity to receive the full benefit of educational opportunities. Eight-eight percent of the BRRC student population is older than normal for their grade placement.

In the spirit of accountability, the Department of Juvenile Justice Special School District has selected five criteria as measurements of our school district: 1) increasing middle school students' reading skills, 2) increasing middle school students' math skills, 3) increasing the percentage of students who earn their GED, 4) increasing the average number of Carnegie units earned and 5) increasing the average middle school core courses passed. Each criterion is weighted based upon the percentage of students in each category. Middle school students' math and reading achievement is measured by comparing pre-post tests scores with the MAP computer assessment program. DJJ tracks the percentage of students who earn their GED as well as Carnegie units and core middle school courses passed. For the 2010-2011 school year, seventy-eight percent of those who took the exam earned their GED. The average number of Carnegie units earned was 5.3 and middle school students' skills increased by 56% for math and 50% for reading. During this school year, the DJJ Special School district had 117 GED graduates and five students earned a high school diploma. An additional focus of DJJ educational services is to provide students marketable job skills. The career and technology education (CATE) curriculum continues to support ten programs. CATE programs integrate academics and technical education standards, while providing marketable workplace skills. Students have the opportunity to enter the workforce or post-secondary education.

The DJJ Special School District staff is committed to working toward higher standards of education and achievement as well as marketable workplace skills for all our students.

Meda C. Cobb

EVALUATIONS BY STUDENTS, TEACHERS, AND PARENTS

	Students	Teachers	Parents
Number of surveys returned	90	24	N/A
Satisfied with learning environment	65.6%	62.5%	N/A
Satisfied with social and physical environment	72.2%	75.0%	N/A
Satisfied with school-home relations	55.7%	45.8%	N/A